

SCIENCE AND INDUSTRY.

TECHNICAL EDUCATION.

The Value of Science in the Application to the Industrial Pursuits of Life.

At a recent meeting of the British Association for the Advancement of Science, Sir LYON PLAYFAIR, the president, delivered an address in which he discussed the following: It is, in our judgment, most admirable, and we trust will set to thinking some large-hearted man or men, blessed with much of this world's goods, in the direction of the foundation of a school of technology at Richmond. It would be a monument that would never perish.

In the popular mind the value of science is measured by its applications to the useful purposes of life. The rapid development of industry in modern days depends on the application of scientific knowledge, while its slower growth in former times was due to experiments being made by trial and error in order to gratify the needs of man. Then an experiment was less a questioning of nature than an exercise on the mind of the experimentalist, for a true questioning of nature only arises when the intellect conceives of the causes of phenomena and attempts to ascertain the facts as well as to their natural environments. When the questioning of nature by intelligent experiment has raised a system of science, then those men who desire to apply it to industrial inventions proceed by the same methods to make rapid progress in the arts. They also must have means to compel nature to reveal her secrets. Aneas succeeded in his great enterprise by plucking a golden branch from the tree of science. It is by carrying such a golden branch from the tree of science that inventors are able to advance the arts.

When the order of progress in the arts, even before they are illumined by science, their improvements seem to be the results of three conditions: 1. The substitution of natural forces for brute animal power, as when Hercules used the waters of the Alpheus to cleanse the Augean stables; or when a Kamohar, a native of Eastern Asia, who has been three years following out a canoe, finds that he can do it in a few hours by fire. 2. The economy of time, as when a calendering machine produces the same gloss to miles of calico as an African savage gives to a few inches by rubbing it with the shell of a snail; or the economy of production, as when steel pens, sold when first introduced at a penny each, are now sold at a penny per dozen; or when steel rails, lately costing \$45 per ton, can now be sold at \$5.

3. Methods of utilizing waste products, or of endowing them with properties which render them of increased value to industry, as when waste scraps of iron and the galls on the oak are converted into ink; or the badly-smelling waste of gas-works is transformed into fragrant essences, brilliant dyes, and fertilizing manure; or when the effete matter of animals or old bones is changed into lucifer matches. All three results are often combined when a single end is obtained.

One of the most striking illustrations of the economy of time and production invariably follows when natural forces substitute brute animal power. In industrial progress the sweat of the brow is lessened by the conceptions of the brain. How exultant is the old Greek poet, Antipater, when women are relieved of the drudgery of turning the grindstones for oil. "All the supply of corn," he says, "you have hitherto had to grind corn, let your arms rest for the future. It is no longer for you that the birds announce by their songs the dawn of the morning." Ceres has ordered the water-nymphs to move the heavy millstones and perform your labor. "Enclose your mill with a wall to grind corn for her small household. During the most prosperous time of Athens it was estimated that there were twenty slaves to each free citizen. Slaves were mere machines, and machines neither invent nor discover. The bondmen of the Jews, the helots of Sparta, the captive slaves of Rome, the serfs of Europe, and the wretched laborers of the present day, who are the slaves of ignorance, have added nothing to human progress. But as natural forces substitute and become cheaper than slave labor, liberty follows advancing civilization. Machines require educated superintendence. One shoe-factory in Boston by its machines does the work of 30,000 shoemakers in Paris, who have still to go through the weary drudgery of mechanical labor. The steam-power of the world during the last twenty years has risen from 11,500,000 to 29,000,000 horse-power, or 152 per cent. The coal, which has hitherto been the chief source of power, probably represents the work of one or six million years during which the sun shone upon the plants of the carboniferous period, and stored up its energy in this convenient form. But we are using this conserved force wastefully and prodigally; and although horse-power in steam-engines has so largely increased since 1804, two men only now produce what three men did at that date. It is only three hundred years since we became a manufacturing country. According to Professor Dewar, in less than two hundred years more the coal of this country will be wholly exhausted, and in half that time will be difficult to procure. Our very distant descendants will have to face the problem, What will be the condition of England without coal? The answer to that question depends upon the intellectual development of the nation at that time. The value of the intellectual activity of a nation is continually increasing, while the values of raw material and fuel are lessening factors. It may be that when the dreaded time of exhausted fuel has arrived its importation from other coal-fields, such as those of New South Wales, will be a form of cheapness that the increased technical education of our operatives may largely overbalance the disadvantage of increased cost in fuel. But this supposes that future generations in England will have more enlightened views as to the value of science than past generations have possessed. Industrial applications are but the overflows of science seeking out from the fulness of its measure. Few would ask now, as was constantly done a few years ago, "What is the use of an abstract discovery in science?" Faraday once answered this question by another: "What is the use of a baby?"

Let round the baby center all the hopes and sentiments of his parents, and even the interests of the State, which interfere in its upbringing so as to insure its being a capable citizen. The processes of mind which produce a discovery of an invention are rarely associated in the same person, for while the discoverer seeks to explain causes, and the relations of phenomena the inventor aims at producing new effects, or at least of obtaining them in a novel and useful way. In this the inventor may sometimes succeed without much knowledge of science, though his labors are infinitely more productive when he understands the causes of the effects which he desires to produce. A nation in its industrial progress, when the competition of the world is keen, cannot stand still.

THREE CONDITIONS ONLY ARE POSSIBLE FOR THE FUTURE OF THE RICHMOND MEDICAL COLLEGE.

THE MEDICAL COLLEGE.

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Its History—Professors of the Past—Work It Has Done and Is Now Doing.

The recent opening of the forty-eighth session of the Medical College of Richmond has awakened an interest in its present condition and past history. The conception of the college seems to have occurred to Dr. Augustus L. Warner, the gifted professor of surgery in the University of Virginia—gifted not only with high capacity as a man of thought and a teacher, but with a skillful and daring practical surgeon. He recognized in the city of Richmond the most eligible point in the southern States for the location of a medical college; a point at which medicine could be taught practically and completely, and under influences most favorable. There was then one, and possibly more, than one, city in the southern States that, by the climate of Richmond, its larger, but the climate of Richmond, its rapid growth, high social culture, and general educational advantages impressed him as giving it a peculiar fitness for the location of a medical school. Having communicated his views to Dr. John Cullen, probably the most brilliant practitioner in the city at that time, sparkling in his Irish wit, fluent in his utterance, and at the same time sagacious in his judgment, another man endowed with remarkable powers as an instructor, as his subsequent career proved. Professor Warner was heartily seconded by the gentlemen in his plans.

The establishment of the college was the issue of these deliberations, with the following gentlemen arranged as a faculty: John Cullen, M.D., professor of practice of medicine; Thomas Johnson, M.D., professor of anatomy and physiology; R. L. Bohannon, M.D., professor of obstetrics and diseases of women and children; Socrates Mapin, M.D., professor of chemistry and pharmacy; Lewis W. Chamberlayne, M.D., professor of materia medica and therapeutics; Augustus L. Warner, M.D., professor of surgery and surgical anatomy; Robert Munford, M.D., demonstrator of anatomy; Augustus L. Warner, M.D., dean of the faculty.

Dr. Johnson was a gentleman of superior intellect and attainments, and was well informed on the subjects of the chair for which he was selected. He was a near kinsman of Chapman Johnson, one of the most distinguished lawyers in the State.

Dr. Bohannon was well fitted for the duties of his chair, having had a larger practical experience in the department of work than any of his predecessors or contemporaries in this city.

Dr. Socrates Mapin was a gentleman of liberal and accurate education. He was probably at that time one of the ablest chemists of the southern country, who, after having filled that position in the University of Virginia, had been designated by the Legislature, with a provision that vacancies should be filled by the Governor.

A misunderstanding having occurred between the trustees of Hampden-Sydney College and the faculty of the Medical College, the latter made application to the Legislature for an independent charter, which in February, 1854, was readily granted, and the present system of organization established, with a board of visitors consisting of nineteen members, the original members having been designated by the Legislature, with a provision that vacancies should be filled by the Governor.

As vacancies occurred in the faculty the Board of Visitors filled them. The following professors filled them: Dr. Robert E. Rogers. This position he filled with eminent success to the close of his life, and was the chairman of the faculty of that institution.

Dr. Lewis W. Chamberlayne, the father of the lamented J. Hampden Chamberlayne, was a cultivated gentleman and popular practitioner, with strong convictions and a forcible delivery. He was a successful teacher.

The late Dr. Robert E. Rogers, Professor of Surgery and Surgical Anatomy, and now the college and the public mourn over the loss of his life, and his services to the college and the public were already being referred to.

One difficulty, however, met the enterprise at the start. There was a profound objection existing at that time in the State, amounting even to an intemperate prejudice, against conferring charters of incorporation on corporations of any kind, and even the Episcopal Theological Seminary at Alexandria and the Union Theological Seminary at Hampden-Sydney were unable to procure charters under which to conduct those institutions. Under such circumstances, the privilege was secured from the trustees of Hampden-Sydney to act under its charter, on the condition that \$500 would be paid annually for the privilege.

With the faculty organized as already indicated, the college commenced operations in the fall of 1853, and held its first commencement on the 4th of April, 1859, having had a class of forty-six students, and at the termination of that session, fourteen graduates—all of these graduates probably having attended previous courses of lectures at other colleges.

The first catalogue of the college was introduced by the following paragraphs: "In issuing their first catalogue the trustees of Hampden-Sydney College congratulate the citizens of Virginia and all who are well-wishers to the prosperity and independence of the South that the efforts which have been made in the last year to establish in the metropolis of Virginia a medical school adequate to her wants and capable at once of contrasting favorably with all the appliances for instruction with the oldest medical institutions of the country have been crowned with success."

"This institution commends itself to the patronage of the South not merely for its being one of her own institutions, but that it aff